



Comprehensive Core Reading Program Self-Evaluation

A completed self-evaluation must be submitted on or before October 31, 2011 to: textbook@doe.in.gov.

Subject Area in which submitting	Reading													
Category for which submitting	Comprehensive Core Reading Program													
Publisher	Rowland Reading Foundation													
Title of submission	Superkids Reading Program													
Copyright date	2005-2011													
Intended Grade Levels	K	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>

In addition to the information required on this form, please also submit an attachment of the following documents:

- Licensing Policy and Agreements (required for digital programs only)
- A complete scope & sequence for each applicable grade level that analyzes how instruction progresses throughout the program
- Correlation to curriculum standards (Indiana's Academic Standards & Common Core State Standards)

Guidance on completing the form:

- Be as thorough as possible, as this will be provided to the reviewers of your program and will be made public as part of the review guidance provided to school corporations.
- While text is required in each section, you may want to submit additional documents that offer further explanation of the requested information.

PREPARATION OF SELF-EVALUATION

Person preparing the self-evaluation:

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Signature

Date



WHAT STATES OR LARGE DISTRICTS HAVE ADOPTED THIS SUBMISSION?

The Superkids Reading Program is a state-approved program in Missouri and Ohio. The program has been submitted for adoption in Virginia and Superkids has also been approved by the New York City Department of Education.

The following school districts use the Superkids Reading Program: Shenandoah County Public Schools and Warren County Public Schools in Virginia, Neshaminy School District and Pottsville School District in Pennsylvania, Salem Public Schools in Massachusetts, Pawtucket School Department in Rhode Island, New Milford School District in Connecticut, Union Ridge School District 86 in Illinois, and Charter Schools USA in Florida, Georgia, and Louisiana. Nationwide, Superkids is used in more than 700 schools.

HOW DOES YOUR PROGRAM MEET THE NEEDS OF ALL STUDENTS?

Please provide the research to support the learning needs of all students within your program.

English Learner Students: Teachers report great success in using the Superkids program with English language learners. Success results from the strong oral language development and explicit instruction in the program as well as students' enthusiasm for the Superkids characters. Vocabulary development is integrated into every aspect of the program as children at all levels discuss words from stories, shared writing, classroom conversations, and Daily Routines for decoding and spelling. Explicit vocabulary instruction occurs before, during, and after children listen to or read a text. Words important to understanding the text (both those used directly in the text as well as concept words needed to discuss it) are introduced and discussed before the text is read. Other words and idioms are discussed in context during reading and then expanded to other contexts after reading. Teacher's Guides provide recommendations for adjustments when working with ELLs, while additional resources such as Picture Cards are provided in the Teacher's Resource Kit. CDs of the books and stories in the program provide opportunities for repeated readings as well as opportunities for "front-loading" the text before it is read.

During the 2006–2007 and 2007–2008 school years, the Superkids Reading Program was tested in a national trial involving 3,200 kindergarten students in 193 classrooms. These classrooms were in 83 schools in 22 states. English language learners comprised 8%, or 256, of the students in these classrooms. In both years of the study, students took the Stanford Early School Achievement Test (SESAT) in the fall and spring. The results showed that English language learners scored on average far below the national norm at the 26th percentile in the fall. After just one year of instruction with Superkids, this group made striking gains, finishing above the national norm at the 63rd percentile. If these students had merely kept pace with their peers nationally, they would have remained at the 26th percentile at the end of kindergarten, so the 37-point gain is a remarkable result.

For the complete study, please see the attachment "Summary of Research About the Superkids Reading Program."

Special Education Students: Superkids is not an intervention program, but as a core program it includes features that make it successful with children who are struggling or may have special needs. For special education students Superkids provides a consistent routine of instruction; multi-modal instruction; repetition and cumulative review; strong emphasis on the purposeful integration of oral language and vocabulary development; and explicit teaching techniques outlined in the Teacher's Guides. At all levels, Superkids provide teachers with ways to differentiate instruction to meet the needs of struggling readers. The Superkids Skill-Building Book



describes activities that provide reteaching information and targeted practice for essential reading and language arts skills, and gives the teacher tools to help children who are performing well below grade level or have significant gaps in their skills.

The Superkids Reading Program was used in two first-grade classrooms at the Davis Hill Elementary in Holden, MA, a public school serving kindergarten through fifth-grade students. The school administered the DIBELS Phoneme Segmentation Fluency and Nonsense Words Fluency subtests to 19 students, 10 of whom received reading instruction in a regular first-grade classroom. The other 9 received most of their reading instruction from a special education teacher. All 19 students tested in the lowest quartile at the beginning of the school year.

While only 11% of the students reached the recommended benchmark for Phoneme Segmentation Fluency on the fall assessment, 100% reached the benchmark on the spring assessment. Similarly, 5% reached the benchmark on the fall assessment of the Nonsense Word Fluency subtest, but 74% reached this level on the spring assessment. These data indicate that the students, all of whom started the year in the lowest 25% of first-grade children at the school in terms of reading ability, ended the year nearly at grade level after one year of instruction with the Superkids Reading Program.

For the complete study, please see the attachment “Superkids Improves Reading Scores for Lowest Performing Students at Massachusetts School.”

High Ability Students: Superkids is a rigorous program that provides additional challenges to high-ability students. Throughout the Superkids program, Teacher’s Guides provide teachers with explicit guidelines for differentiating all lessons, including guidelines for working with children who are above-grade level. Lesson plans themselves provide focused activities for differentiating instruction. Clearly labeled Ten-Minute Tuck-Ins at the end of lessons can easily be used by the teacher to provide high-ability students with additional “challenge” activities. The Superkids Skill-Building Book describes additional activities to challenge children who have demonstrated proficiency with skills taught in the core program.

Superkids was the core kindergarten reading curriculum during the 2005–2006 academic year at three schools serving high-achieving students. Three subtests of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)2 assessment were used to measure reading ability: Letter Naming Fluency, Phonemic Segmentation Fluency, and Nonsense Word Fluency. In winter and spring of 2005–2006, all three subtests were administered to 107 kindergarten students in the participating schools. Students from the three schools that used Superkids scored much higher than the national average on both administrations of the DIBELS subtests.

The DIBELS data show that high-achieving students performed consistently well on reading assessments throughout the academic year when using Superkids. These results, in combination with the strong support from teachers who used the program, demonstrate that Superkids can be used effectively to teach reading to high-achieving students.

For the complete study, please see the attachment “Superkids Is Effective with High-Achieving Students.”

For additional research on the effectiveness of the Superkids Reading Program, please refer to:

- Independent Study: Superkids Students Dramatically Outperform Control Group (attached).
- The Effectiveness of the Superkids on Student Achievement and Teacher Outcomes (attached).



- Independent Study: Texas Superkids School Scores Higher Than Comparison Schools on SAT-9 (attached).
- “Student and Teacher Outcomes of the Superkids Quasi-Experimental Study” by Geoffrey D. Borman and N. Maritza Dowling in the Journal of Education for Students Placed at Risk (JESPAR) November 2009 issue. Rowland Reading Foundation does not have electronic distribution rights for this article, but will include a hard copy with each reviewer’s shipment of materials. The Foundation will also provide hard copies to any school or district upon request.

DESCRIPTION OF SUBMISSION

I. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE COMPREHENSIVE CORE

READING PROGRAM *The Comprehensive Core Reading Program (CCRP) is comprised of the items necessary to meet the standards and requirements for which it is designed and submitted.*

Ia. Educational Approach

As part of this section, include a description of the educational approach of the submission. The information provided here will be used as a program description in the case of state approval.

Research has defined five major areas of instruction that are critical to teaching children how to read: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. The Superkids Reading Program is built on instruction in these key areas. The program also supports best instructional practices by integrating thorough, systematic reading instruction with instruction in the other language arts: spelling, handwriting, expressive writing, grammar, and mechanics. Superkids provides a variety of online resources for teachers, parents, and students to support and enhance learning. Current brain research has demonstrated that explicit phonics instruction, such as that in the Superkids Reading Program, strengthens the neural pathways and leads to decoding automaticity, which produces permanent improvements in the reading abilities of struggling learners.

The Superkids Program also aligns completely with the Common Core State Standards.

Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension Instruction

- Phonemic awareness prepares children to read. In kindergarten in the Superkids Reading Program, children learn to notice, think about, and manipulate sounds (phonemes) in spoken language. Daily phonemic awareness activities give children practice isolating, identifying, blending, and segmenting sounds in various positions in spoken words. In kindergarten, children are also taught to associate one sound with each letter of the alphabet. Phonemic awareness skills are reinforced throughout the first- and second-grade levels of the program as children are taught the remaining phonemes heard in the English language, including the sounds for consonant digraphs, long vowels, r-controlled vowels, and other variant vowels. Along with phonemic awareness, the program helps develop children’s phonological awareness through activities that work with onsets and rimes, rhyming words, and syllables.

- Phonics instruction gives children a reliable way to unlock the written word. Phonics is taught explicitly and systematically in all levels of the Superkids Reading Program. Letter-sound associations are introduced in a clearly defined sequence and at a pace that is manageable for students. In kindergarten, children are taught short-vowel sounds and one sound for each consonant. In first grade, they learn consonant digraphs, long-vowel patterns, r-controlled vowels, and other vowel variants. Second grade reviews all the major sound-spelling relationships that have been taught and teaches a few additional sound-spellings. The program gives children substantial practice in applying their knowledge of sound-spelling relationships to reading words, sentences, and stories. Children practice decoding and encoding (spelling) words with newly taught letter-sounds daily. For reading practice, all levels provide decodable stories in which the majority of words contain only sound-symbols



that have been explicitly taught. Reading phonetically controlled vocabulary encourages children to decode unknown words rather than guessing at them, and builds their confidence and motivation to tackle more challenging material independently.

- Fluency frees children to focus on comprehension. The Superkids Reading Program develops children's automaticity in word recognition and their fluency with connected text. Through daily practice, children learn to blend letter-sounds effortlessly and decode words quickly. They are also taught to recognize by sight a selection of Memory Words, high-frequency words that they cannot decode. Fluency skills with connected text are explicitly taught, modeled, and practiced in each level of the program. Skills include reading with expression, with natural phrasing, with appropriate stress, and at an appropriate rate, as well as observing punctuation. After a skill is modeled, children practice applying it as they read aloud a section of text repeatedly with their teacher, with a partner, or by themselves. Students practice fluency skills with decodable text in kindergarten through second grade. In second grade, children also practice fluency skills with a wide variety of fiction and nonfiction genres. Teacher read-alouds and recorded readings on CD provide additional models of fluent reading. Children, particularly struggling readers, are able to build their fluency by reading aloud with the recorded readings on CD.

- Vocabulary development is essential for helping children make sense of text. The Superkids Reading Program teaches vocabulary indirectly through everyday experiences with language and directly through instruction on specific words and word-learning strategies. Children develop vocabulary as they listen to and discuss stories read aloud. Lively songs and richly illustrated scenes in the Superkids student materials are also used to prompt conversations based on the Superkids characters and their interests. These conversations create a common background that helps ensure all students, including those with limited language, will be able to understand vocabulary in the reading materials. In addition, before children listen to or read a text in the programs, they are taught specific words that are important to understanding the text. Other words and idioms from the text are discussed in context during reading and then expanded to other contexts after reading. Superkids teaches about relationships between words with activities on categorizing, synonyms, antonyms, and multiple-meaning words. Word-learning strategies using context clues, word parts, and dictionary skills are also taught.

- Comprehension instruction helps children understand, retain, and connect with what they read. In the first semester of kindergarten in the Superkids Reading Program, children's comprehension is primarily developed with stories read aloud to them. Starting in the second semester of kindergarten, comprehension instruction focuses on text children read. Lessons teach vocabulary and build background before children read. Discussion questions in the lessons help teachers guide children's understanding as they read and help them make connections and form opinions after reading. Each question gives practice with a particular comprehension skill, such as determining important ideas, understanding characters, drawing conclusions, or recognizing cause and effect. Starting in first grade, children are also explicitly taught how to apply a specific comprehension skill, often using a graphic organizer, to each story they read. In second grade, children are taught how to apply comprehension skills to a wide variety of fiction and nonfiction genres. Lessons in all the levels include think-alouds to help teachers model comprehension strategies, including asking questions, self-monitoring and using fix-up tips, recognizing text structure, and summarizing.

Superkids is strongly committed to giving children the skills they need to read informational text in accordance with the Common Core State Standards. In kindergarten, "Super Start" lessons focus on the comprehension of informational text, laying the groundwork for the time children will be able to read it on their own. "Super Start" lessons use multi-media, print, animation, and video and are interactive. They will be available for sampling in January 2012. In first grade, children read 20 issues of Super-Duper, a decodable nonfiction mini-magazine tied thematically to the Reader selections. In second grade, children read 8 issues of SUPER, a nonfiction magazine, each filled with 40 pages of real-world reading. Super-Duper and SUPER are read in small groups, so teachers can explicitly teach nonfiction comprehension skills.



Language Arts Skills

The Superkids Reading Program includes instruction in these language arts:

- **Handwriting** – In kindergarten in the Superkids Reading Program, children are taught how to write the capital and lowercase form of each letter as they learn the letter's name and a sound associated with it. They are also taught the proper letter spacing for words and between words and sentences. In all levels of the Superkids Reading Program, children practice writing letters, words, and sentences every day during a Daily Handwriting Routine. The program also includes an optional cursive writing component for the second half of second grade.
- **Spelling** – The spelling strand is taught explicitly as part of core instruction in all levels of the Superkids Reading Program. As children are taught how to decode, they also taught how to encode words by writing the letters that stand for the sounds they hear. In addition, children are taught to memorize the spelling of a few high-frequency irregular words in kindergarten and many more in first and second grade. By the end of first grade, children should know how to encode, or spell, by memory all 220 words on the Dolch list of high-frequency sight words. The Daily Dictation Routine in all levels gives children practice encoding phonetically regular words and spelling irregular Memory Words every day. Activities in Student Books (K–I) and Word Work Books (second grade) also reinforce spelling skills. In first and second grade, children have regular spelling tests that include both encodable words and irregular Memory Words.
- **Simple Grammar and Mechanics** – Superkids teaches children how words function in the English language. Nouns, verbs, adverbs, adjectives, pronouns, and conjunctions are taught at the best opportunities. For instance, when the phoneme /wh/ is introduced, children learn to recognize and spell interrogative words such as when, why, and where. They are taught the difference between a question and a statement and to form a question mark as they practice writing their own questions. All these activities support reading and simultaneously enhance writing.
- **Written Expression** – All levels of the Superkids Reading Program provide explicit, systematic writing instruction appropriate for children's developmental stage. In kindergarten, children are instructed through shared writing activities in which the teacher models how to write and asks children to contribute ideas. Children also produce their own writing products by writing letters and words they know and using temporary spelling or having a teacher write other words for them. In first grade, students are taught how to write a variety of products—such as lists, labeled diagrams, sentences about topics, and stories—and they do more and more of the writing independently as the school year progresses. First graders are also introduced to the writing process, using it to produce several published pieces. In second grade, children are taught in greater depth about different types of writing products and they use the writing process in each unit to produce these published pieces: an autobiography, poem, friendly letter, book review, personal story, imagined story, research report, and a magazine. Writing instruction in all levels includes modeling of skills and products, think-alouds to show how good writers think as they write, and one-on-one conferencing with students about their writing assignments.

Technology

The Superkids provides online resources for teachers, parents, and students. In the Superkids teacher portal, teachers can access all of their online program materials for use on whiteboards and classroom computers. They can also create and manage classroom rosters and view reports that track students' progress with online games. The Superkids parent portal enables parents to receive communications from teachers and access program materials for optional home review. The Superkids student portal allows students to access online activities, such as interactive games and books, at school or at home.



The Latest Brain Research

Until the 1990s, theories about cognitive processes involved in reading derived mainly from observations and behavioral measurements. In the 1990s, this changed when researchers were able to identify differences between the brain activation patterns of struggling and non-struggling readers. In one study (B. Shaywitz et al., 2004), researchers designed an experiment in which a group of struggling readers used an intervention with systematic phonological awareness training and explicit instruction in sound-symbol correspondences. They found that intensive phonics instruction altered the neural systems of the brain. This study suggests that phonics-based programs, such as the Superkids Reading Program, can help struggling readers read better by altering the way their brains store and retrieve information on the neurological level.

For the complete study on struggling readers, please see Shaywitz, S., and B. Shaywitz. "Reading Disability and the Brain." *Educational Leadership* 61, no. 6 (March 2004): 6–11.

Ib. Teacher components of the Comprehensive Core Reading Program

(Please include the format description of each item & alignment with scientifically-based reading research.)

For a thorough description of the alignment of the Superkids Reading Program with scientifically-based reading research, please refer to:

- Is Superkids a Research-Based Program? (attached).
- Theoretical Foundations of the Superkids Program. (Hard copy included in each reviewer's shipment of materials. Rowland Reading Foundation will also provide hard copies to any school or district upon request.)

The National Reading Panel reviewed more than 100,000 research studies in reading instruction. The resulting report, *Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3*, identified five essential areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The lessons and activities contained in the teacher materials of Superkids fully align with the Panel's recommendations in all five key categories.

Research alignment of Teacher's Guides and Teacher Material Binders

Superkids Teacher's Guides are simple and straightforward. Each lesson includes an overview that summarizes each step in the lesson and lists the materials needed. Student Objectives describe what students will accomplish in each skill area. Daily Routines focus on three key skills: Phonemic Awareness or Blending/Decoding, Dictation, and Handwriting. Lessons are then divided into steps, with boldfaced sentences to help teachers move from key point to key point. The instruction is explicit and thorough but not scripted. This ensures that all teachers, from novice to expert, find the Superkids easy and enjoyable to teach.

- **Phonemic Awareness** – The National Reading Panel identified phonemic awareness as a crucial skill because research shows that it improves children's word reading and reading comprehension and helps children learn to spell. *Put Reading First* emphasized that phonemic awareness can be taught and learned, especially when children are asked to identify and categorize phonemes, blend phonemes to form words and segment words back into phonemes, and add, delete, or substitute phonemes to make new words. Research also showed that effective instruction includes teaching children to manipulate phonemes by using the letters of the alphabet.

In the Superkids Teacher's Guides, phonemic awareness is an explicit step in the sequence of instruction in letter-sound correspondences. When a new letter is taught, children learn to recognize its sound first, and then are taught its shape, its name, the association between letter and sound, and finally how to write the letter. Phonemic awareness and letter-sound correspondence is frequently reviewed—in kindergarten, every lesson includes a Daily Phonemic Awareness routine. Blending phonemes is also introduced early in kindergarten, and is



practiced at every grade through the Daily Routines. The kindergarten Teacher's Material Binders include Quick Guide to Blending cards to support blending practice. At the same time, students learn to encode, or segment, phonemes and write down the sounds that make up words.

- **Phonics** – According to *Put Reading First*, not only is systematic and explicit phonics instruction more effective than non-systematic or no phonics instruction, it also significantly improves children's word recognition, spelling, and reading comprehension. Kindergarten and first-grade students who received systematic phonics instruction were shown to be better at reading and spelling words than those who did not receive systematic instruction. The research also showed that phonics instruction was most effective when it gave children ample opportunities to apply phonics in reading and writing activities.

The Superkids Teacher's Guides systematically teaches phonics by organizing the introduction of letter-sound correspondences into a logical instructional sequence based on letter shape and similarity of formation. Each letter-sound association is explicitly introduced, practiced, and reinforced over the course of several lessons. From the very first lesson to the last, students have ample opportunities to apply what they are learning about letters and sounds to the reading and writing of words, sentences, and stories. The Teacher's Guides give precise instruction for reading and writing activities in all core student materials. Many of the Ten-Minute Tuck-Ins (located in the Teacher's Guides) and Blackline Masters provide additional activities for review and reinforcement of core phonics skills.

- **Fluency** – According to the findings of the National Reading Panel, repeated and monitored oral reading is far more effective in improving fluency and overall reading achievement than independent silent reading. The research showed that it was more effective for students to listen to modeled fluent reading before rereading text. The Panel recommended that students use a variety of "reasonably easy" texts—texts containing mostly known or easily decodable words—for oral rereading.

Initially in the Superkids Reading Program, fluency work focuses on modeling done by the teacher and by the narrators on the CDs that are included in the Teacher Materials Binders. Children then repeat phrases and sentences from read-aloud stories. Teacher's Guides include lists of Books to Read Aloud and the first-grade Teacher Materials Binders include Daily Read-Aloud Routine cards to direct teachers in selecting texts for modeling natural speech. Once children encounter connected text in a story format, the Teacher's Guides instruct teachers in introducing and modeling discrete fluency skills, such as reading with proper phrasing and observing punctuation marks. Lessons include ample opportunities for students to practice repeated oral reading from the decodable student materials (such as Student Books and Readers).

- **Vocabulary** – After reviewing dozens of scientific studies on vocabulary instruction, the National Reading Panel concluded that direct vocabulary instruction is most effective when words are taught before reading a text and when students have multiple exposures to words in many contexts. The Panel also found that effective word-learning strategies also included using dictionaries and other reference aids, using information about word parts to figure out meaning, and using context clues to identify meaning.

Direct instruction in specific words is integrated throughout the Superkids Teacher's Guides. Lessons include extended instruction before and after reading to help children understand words in different contexts. Because the stories in the Student Books, Word Work Books, Readers, and some Library books, as well as the activities in the Ten-Minute Tuck-Ins and Project Corners in the Teacher's Guides, are all based on the common background of the Superkids' diverse interests, children repeatedly encounter words they have learned in new and interesting contexts. Superkids Teacher's Guides include lessons that teach children how to use a dictionary and how to use context clues to identify meaning. Explicit instruction in word parts, such as the ending *-ly* to adjectives to form adverbs, helps students learn how affixes modify the meaning of base words.



• **Comprehension** – The National Reading Panel found that six strategies appeared to have a firm scientific basis for improving text comprehension: monitoring comprehension, using graphic and semantic organizers, answering questions, generating questions, recognizing story structure, and summarizing. Two additional strategies had some support from research: making use of prior knowledge and using mental imagery. The Panel also found that all eight strategies could be taught through explicit, or direct, instruction where teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them.

The Superkids Teacher's Guides outline explicit and systematic instruction on comprehension strategies for each story that students read. In kindergarten, comprehension strategies are taught during guided reading. Lessons build background and vocabulary to activate children's prior knowledge before reading. As a story is read aloud or children read it together, the teacher asks comprehension questions for children to discuss and answer. Suggestions for think-alouds are also included in the Teacher's Guides to help teachers model comprehension strategies, such as self-monitoring and asking and answering your own questions. In first- and second-grade Teacher's Guides, a specific comprehension skill is also explicitly taught and applied to each story or book after children read it. All of the strategies recommended by the Panel are taught in Superkids.

For additional information on comprehension in the Superkids Reading Program, please see "How is Comprehension Taught in Superkids?" (attached).

Research alignment of Superkids Skill-Building Book

Differentiated instruction describes the classroom practice of tailoring teaching methods and materials based on students' documented needs. Research has shown that classrooms that differentiate instruction produce higher overall reading growth, for both students who need more explicit teacher-managed instruction and those who can work more independently and manage their own learning. The Superkids Skill-Building Book is a comprehensive collection of activities and resources to help teachers differentiate instruction and can be used at all grade levels of the Superkids Reading Program.

Please see "How Does the Superkids Differentiate Instruction?" (attached) for additional information and a bibliography of research.

Format description of kindergarten, first semester: Meet the Superkids

Thirteen Teacher's Guides provide all the lessons for teaching the Student Books. The Teacher's Guides come in a Teacher Materials Binder that also contains a How to Teach Superkids booklet, 7 audio CDs, a song lyrics booklet, an Assessment Book, a Quick Guide to Blending card, a Superkids Guide to Forming Manuscript Letters card, a Daily Read-Aloud Routine card, two Ice Cream Paper Transparencies, and a Blackline Masters Book. All materials are available in print format, and the Blackline Masters, Assessment Book, song lyrics, and Daily Routines are also available online.

A Teacher's Guide for the Meet the Superkids On-Level Library, with one lesson for each title, is also available in print or online.

Format description of kindergarten, second semester: Superkids' Club

Five Teacher's Guides provide all the lessons for teaching the Student Books. The Teacher's Guides come in a Teacher Materials Binder that also contains 6 audio CDs, a song lyrics booklet, an Assessment Book, a Quick Guide to Blending card, and a Blackline Masters Book. All materials are available in print format, and the Blackline Masters, song lyrics, and Daily Routines are also available online.

A Teacher's Guide for each of the Superkids' Club Libraries (easy, on-level, and challenging) is also available in print or online.



The Superkids Skill-Building Book: Activities and Resources for Differentiating Instruction is also used in both semesters of kindergarten and is available in print format.

Format description of first grade, review of kindergarten (3 weeks): Welcome Back, Superkids

The Teacher's Guide provides all the lessons for reviewing the skills taught in kindergarten. Included with the Teacher's Guide are 4 CDs (2 audio and 2 with materials for printing), a song lyrics booklet, a Superkids Guide to Forming Manuscript Letters card, and The Story of the Superkids' Bus board book and accompanying audio CD. These materials are all available in print format, and the Blackline Masters from the back of the Teacher's Guide and song lyrics are also available online. An animated version of The Story of the Superkids' Bus, complete with narration, is also available online. For teachers who would like to teach expressive writing every day, Daily Writing Time Lessons are available in online-only format.

A Teacher's Guide for the Welcome Back, Superkids Library, with one lesson for each title, is also available in print or online.

Format description of alternative review of kindergarten (6 weeks): Superkids' Summer and Superkids' Camp

This slower-paced review is designed to help children who did not have Superkids in kindergarten or who may not have sufficient mastery of the letter-sound associations taught in kindergarten. There are two Teacher's Guides, one for Superkids' Summer and one for Superkids' Camp, 6 audio CDs, 2 song lyric booklets, a Superkids Guide to Forming Manuscript Letters card, and The Story of the Superkids' Bus board book and accompanying audio CD. These materials are all available in print format, and the song lyrics as well as an animated version of The Story of the Superkids' Bus, complete with narration are available online.

Format description of first grade, first semester: Adventures of the Superkids

Five Teacher's Guides provide all the lessons for teaching the Student Books and Reader. The Teacher's Guides come in a Teacher Materials Binder that also contains a How to Teach Adventures of the Superkids booklet, 4 audio CDs, a song lyrics booklet, an Assessment Book, a Differentiated Instruction for Guided Reading card, and a Blackline Masters Book. These materials are all available in print format, and the Blackline Masters, Assessment Book, song lyrics, and Daily Routines are also available online. For teachers who would like to teach expressive writing every day, Daily Writing Time Lessons are available in online-only format.

A Teacher's Guide for each of the Adventures of the Superkids Libraries (easy, on-level, and challenging), with one lesson for each title, is also available in print or online. The Teacher's Guide for the Super-Duper Mini-Magazine is available in print format.

Format description of first grade, second semester: More Adventures of the Superkids

Five Teacher's Guides provide all the lessons for teaching the Student Books and Reader. The Teacher's Guides come in a Teacher Materials Binder that also contains a How to Teach More Adventures of the Superkids booklet, 3 audio CDs, a song lyrics booklet, an Assessment Book, and a Blackline Masters Book. These materials are all available in print format, and the Blackline Masters, song lyrics, and Daily Routines are also available online. For teachers who would like to teach expressive writing every day, Daily Writing Time Lessons are available in online-only format.

A Teacher's Guide for each of the Adventures of the Superkids Libraries (easy, on-level, and challenging) is also available in print or online. The Teacher's Guide for the Super-Duper Mini-Magazine is available in print format.

The Superkids Skill-Building Book: Activities and Resources for Differentiating Instruction is also used in both semesters of first grade and is available in print format.



Format description of second grade, first semester: The Superkids Hit Second Grade

There are 16 Teacher's Guides, four for instruction in the Word Work Book and Decodable Reader, four for SUPER Magazine, four for the Book Club for Super Kids, and four for Write It Right with explicit and systematic instruction in expressive writing for teaching children how to write autobiographies, poems, friendly letters, and book reviews. Please see section 1c (Student Components) for a more thorough description of the Word Work Book, Decodable Reader, SUPER Magazine, and Book Club for Super Kids. Backpack Pages (Word Work Book and Decodable Reader) or Blackline Masters (SUPER Magazine, Book Club, and Write it Right) are printed in the back of each Teacher's Guide. The Teacher's Guides come in a Teacher Materials Box that also contains a How to Teach Superkids: Second Grade booklet, a Quick Guide to Helping Children Read Well card, a Superkids Guide to Forming Manuscript Letters card, an Assessment Book, 6 audio CDs for fluency practice, a 5-Step Writing Process Poster, and two Superkids posters. All materials are available in print format. The Blackline Masters, Backpack Pages, Daily Routines, and Assessment Book are also available online.

Format description of second grade, second semester: The Superkids Take Off

There are 17 Teacher's Guides, four for instruction in the Word Work Book and Decodable Reader, four for SUPER Magazine, four for the Book Club for Super Kids, one Handwriting Right Here! Teacher's Guide for optional instruction in cursive writing, and four Write It Right Teacher's Guides with explicit and systematic instruction in expressive writing, teaching children how to write autobiographies, poems, friendly letters, and book reviews. Please see section 1c (Student Components) for a thorough description of the Word Work Book, Decodable Reader, SUPER Magazine, and Book Club for Super Kids. Backpack Pages (Word Work Book and Decodable Reader) or Blackline Masters (SUPER Magazine, Book Club, Write it Right, and Handwriting Right Here!) are printed in the back of each Teacher's Guide. The Teacher's Guides come in a Teacher Materials Box that also contains 6 audio CDs, an Assessment Book, an optional Cursive Blackline Masters Book, and an optional Cursive Poster. All materials are available in print format. The Blackline Masters, Backpack Pages, Daily Routines, and Assessment Book are also available online.

The Superkids Skill-Building Book: Activities and Resources for Differentiating Instruction is also used in both semesters of second grade and is available in print format.

1c. Student component of the Comprehensive Core Reading Program

(Please include the format description of each item and alignment with scientifically-based reading research.)

For a thorough description of the alignment of the Superkids Reading Program with scientifically-based reading research, please refer to:

- Is Superkids a Research-Based Program? (attached).
- Theoretical Foundations of the Superkids Program. (Hard copy included in each reviewer's shipment of materials. Rowland Reading Foundation will also provide hard copies to any school or district upon request.)

Research alignment of Student Books and Word Work Books

In Superkids, the Student Books in kindergarten and first grade and the Word Work Books in second grade support all five major areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. In kindergarten, the Student Books provide richly illustrated pages that create an inviting framework for phonemic awareness activities—for example, one page in Student Book 5(D) features dolls, ducks, daisies, drums, and dump trucks to introduce the phoneme /d/. In all grades, the Student Books and Word Work Books also introduce phonics skills, providing extensive opportunities for reading (decoding) and writing (encoding) practice as recommended by the National Reading Panel. All text is controlled so that students are only asked to decode phonetic elements that have been explicitly taught. The decodable passages, stories, plays, and poems in the Student Books are used for repeated oral reading practice. This controlled text



supports fluency instruction—as children encounter only words they already know or can easily decode, they can focus their efforts on reading accurately and with natural expression. This aligns with the Panel guidelines recommending the use of a variety of texts containing “mostly words that [students] know or can decode easily” for fluency practice. Similarly, controlled text supports vocabulary development, since children are able to easily read all the words and can concentrate fully on understanding their meanings. The illustrations that accompany the text are specifically designed to introduce speaking and listening vocabulary and encourage discussion. Finally, the Student Books and Word Work Books include comprehension activities and assessments that align with the comprehension strategies that the teacher introduces and models. Children are shown how to use strategies flexibly and in combination.

Research alignment of Libraries

The titles in each Superkids Library align with the phonics skills taught in each unit of kindergarten and first grade. In the first semester of kindergarten, the 13 Meet the Superkids Library titles reinforce the phonemic awareness and phonics skills taught in the 13 Meet the Superkids Student Books. In the second semester of kindergarten and both semesters of first grade, the Libraries provide decodable books at three readability levels—easy, on-level, and challenging—for independent reading practice or additional differentiated reading instruction in small groups. All Library books are 95% decodable, based on the phonetic elements and Memory Words (commonly called sight words) that have been previously taught. New decodable vocabulary terms, as well as Story Words, non-decodable words that are necessary for the text, are clearly identified for teachers to discuss before, during, and after the reading as recommend by the National Reading Panel. CDs of recorded readings provide the modeled natural speech that the Panel identified as key for fluency instruction. The Libraries include both fiction and nonfiction titles so teachers can teach how to apply different comprehension strategies to a variety of texts.

Research alignment of Readers

The decodable Readers in first and second grade provide students with additional reading material for practicing their knowledge of letter-sound relationships and decoding skills. By reading texts with controlled vocabulary, students develop the habit of decoding rather than guessing at new words. As children progress through the program, the Readers reflect their growing skills with longer and more sophisticated text as well as new genres such as stories, poems, and plays. The Readers are also designed for use in fluency lessons. Teachers start with explicit instruction and modeling. Then, students practice reading the passage aloud, often working with partners or small groups, while the teacher monitors their oral reading. These two methods were identified by the National Reading Panel as the best ways to help students become more fluent readers. Like the Libraries, the Readers also offer ample opportunities for vocabulary and comprehension instruction.

Research alignment of Magazines

The Super-Duper mini-magazine for first grade and the SUPER Magazine for second grade are nonfiction texts that expand students’ knowledge of the real world, deepen their understanding of informational texts, and develop content-area vocabulary. The 20 issues of Super-Duper feature fully decodable text to provide first-graders with additional phonics practice. The eight issues of SUPER Magazine have authentic text that provides cross-curricular connections with science, social studies, history, and art and provides real-world reading such as recipes, advice, games, and humor. Reading in these content areas creates the natural learning situations that the National Reading Panel recommends for helping students to learn to use comprehension strategies. The variety of topics provides opportunities for explicit instruction in the strategies identified by the Panel as having a firm scientific basis for improving text comprehension. This variety also sets the stage for indirect vocabulary learning and direct vocabulary instruction. Both magazines provide the challenging informational text that the Common Core State Standards recommend in order to help students build knowledge, gain insights, explore possibilities, and broaden their perspective.



Research alignment of Book Clubs

The second-grade Book Clubs for Super Kids feature 16 award-winning trade books from a variety of genres, from folktales to contemporary realistic fiction. These books are the first steps on the “staircase” of increasingly complex text and fully support the progressive development of reading comprehension recommended by the Common Core State Standards. Each Book Club book is accompanied by a Book Talk Journal that children complete as they discuss and respond to the book. The Book Talk Discussion Cards have thought-provoking questions to stimulate engaging conversations about books. Both the Book Talk Journals and Book Talk Discussion Cards support instruction in comprehension strategies by monitoring comprehension, asking questions, and encouraging students to generate questions.

Format description of kindergarten, first semester: Meet the Superkids

The 13 consumable Student Books provide the instructional backbone of the program. Each book teaches just one sound for one of 13 letters. Books for Units 6–13 also include short, decodable stories for children to read. The Meet the Superkids Library contains five copies of 13 titles and 1 CD of printable versions of each title, which allows the teacher to make take-home copies for students. The books contain decodable text that uses the same phonetically controlled vocabulary as the Student Books. All materials are available in print format. Student Books are available online for teacher and classroom use. Library books are available online in interactive format for student use in the classroom or at home.

Format description of kindergarten, second semester: Superkids’ Club

This level includes five consumable Student Books that teach the remaining 13 letters and letter-sounds. Each book also includes short, decodable stories for children to read. Three Superkids’ Club Libraries allow students to apply their reading skills to easy, on-level, and challenging books that are written with the same phonetically controlled vocabulary as the Student Books. Each Library contains five copies of 10 titles as well as 2 CDs, one with recorded readings of each title and one with printable versions of each title. Student Books are available online for teacher and classroom use. Library books are available online in interactive format for student use in the classroom or at home.

Format description of first grade, review of kindergarten (3 weeks): Welcome Back, Superkids

This level includes one Student Book for core instruction and one Library with 8 titles for reinforcing reading skills, which comes with a CD of recorded readings. The Student Book is available online for teacher and classroom use, and the Library books are available online in interactive format for student use in the classroom or at home.

Format description of alternate review of kindergarten (6 weeks): Superkids’ Summer and Superkids’ Camp

The Superkids’ Summer Student Book reviews all of the skills taught during the first semester of kindergarten and the Superkids’ Camp Student Book reviews all of the skills taught during the second semester. Both Student Books are available in print format and online for teacher and classroom use.

Format description of first grade, first semester: Adventures of the Superkids

Students learn new phonics skills, Memory Words (sight words), vocabulary, and story background in five consumable Student Books. They apply what they learned to reading decodable stories in the hardcover Reader and then return to the Student Books to check comprehension and practice skills. Each unit ends with one of 10 issues of Super-Duper, the non-fiction mini-magazine that is tied thematically to the Reader selections. Super-Duper can be taught in either small or whole group, and provides lots of opportunity for cross-curricular connections in science, social studies, and culture. Three Adventures of the Superkids Libraries, written at the easy, on-level, and challenge levels, provide fun, engaging independent reading with decodable texts. Each Library contains five copies of 10 books and is accompanied by a CD of recorded readings (the Challenging Library includes 2 CDs). Student Books, Readers, and Super-Duper issues are available online for teacher and classroom use, and Library books are available online in interactive format for student use in the classroom or at home.



Format description of first grade, second semester: More Adventures of the Superkids

Five consumable Student Books teach decoding, encoding, and recognition of Memory Words (including all 220 Dolch Basic Words and hundreds of other words). An accompanying hardcover Reader helps students apply what they learn to reading decodable selections. There are 10 new issues of Super-Duper to strengthen non-fiction comprehension skills. Three More Adventures of the Superkids Libraries, written at the easy, on-level, and challenge levels, can be used for small-group instruction and independent reading with decodable texts. Each Library contains five copies of 10 books and is accompanied by a CD of recorded readings (the Challenging Library includes 2 CDs). Student Books, Readers, and Super-Duper are available online for teacher and classroom use, and Library books are available online in interactive format for student use in the classroom or at home.

Format description of second grade, first semester: The Superkids Hit Second Grade

The softcover, consumable Word Work Book provides instruction and practice in foundational skills—phonics, spelling, grammar, and mechanics—that are essential for reading and writing. A hardcover Decodable Reader gives children short, decodable stories for daily practice of word-attack, comprehension, and fluency skills. Four issues of SUPER Magazine provide nonfiction stories with content related to science, social studies, advice, humor, and directions in a fresh new format. The Book Club for Super Kids contains ten copies of eight different chapter books in original trade-book formats as well as corresponding Book Talk Journals, where students write their opinions in response to questions about each book. (The Book Club also includes a Book-of-the-Week Banner, a poster of each book cover, Book Club Membership Cards, and Book Talk Discussion Starters for students to use.) All materials are available in print format. The Word Work Book and Decodable Reader are also available online for teacher and classroom use.

Format description of second grade, second semester: The Superkids Take Off

The softcover, consumable Word Work Book continues to develop skills in phonics, spelling, and grammar. A hardcover Decodable Reader gives children short, decodable stories for daily practice of word-attack, comprehension, and fluency skills. SUPER Magazine provides nonfiction in an appealing, authentic format that allows students to practice reading comprehension strategies. The Book Club for Super Kids contains ten copies of eight different chapter books in original trade-book formats as well as corresponding Book Talk Journals. (The Book Club also includes a Book-of-the-Week banner, a poster of each book cover, and Book Talk Discussion Starters.) All materials are available in print format. The Word Work Book and Decodable Reader are also available online for teacher and classroom use.

DESCRIPTION OF SUBMISSION

2. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS *Briefly describe the ancillary materials and their relationship to the Comprehensive Core Reading Program (CCRP).*

2a. Ancillary Materials – Teacher Components

(Please include the format description of each item and alignment with scientifically-based reading research.)

Research alignment and format description of Teacher's Resource Kits

The National Reading Panel reported that phonemic awareness instruction is most effective when children are taught to manipulate phonemes by using the letters of the alphabet. A fundamental principle in the Superkids Reading Program is that students “hear it, see it, say it, write it.” Ancillary materials in the Teacher's Resource Kits assist teachers in reinforcing this learning process. When a new letter is introduced, students first learn to recognize the letter's sound (“hear it”). Picture Cards illustrate words with the initial, medial, and final sounds taught in kindergarten as part of the “hear it” step. For “see it” and “say it,” students are shown the letter and



taught the letter-sound correspondence. Alphabet Cards show a letter written in both capital and lowercase along with a picture to remind children of the sound they've learned for the letter. Tactile Cards allow children to learn the shape of each letter kinesthetically. Letter Cards allow teachers and students to combine letters for blending and encoding activities. Finally, the teacher can model correct letter formation on Ice Cream Lines and children can "write it" on Ice Cream Paper (please see section 2b for a detailed description of Ice Cream Lines). This system allows students to identify phonemes and learn the relationship between written letters and spoken sounds—the alphabetic principal.

Research also shows that spelling should be taught directly and simultaneously with reading. Students should be taught common spelling patterns, as well as to read and spell high-frequency non-decodable words. In Superkids, formal spelling instruction focuses on both phonetically regular Pattern Words and nondecodable Memory Words (commonly called sight words). The Sound-Spelling Cards correspond to spelling patterns taught in first grade. Each card shows a word with the phonetic element or spelling pattern highlighted in a different color and a matching picture. Memory Word Flash Cards can be used to help children memorize the reading and spelling of these words through classroom activities and games.

The Kindergarten Teacher's Resource Kit contains 150 Picture Cards, 26 Alphabet Cards, 26 Tactile Cards, 26 Teacher and Student Letter Cards, the Superkids Skill-Building Book*, two copies of the Superkids' Chart and Super Scene with Cling-ons, 256 sheets of Ice Cream Paper, 13 posters, a set of Superkids Bendable Figures, and a Teacher White Board and Pocket Chart with Ice Cream Lines. All materials are available in print format, and the Alphabet Cards and Ice Cream Paper are also available online.

The First-Grade Teacher's Resource Kit contains 26 Alphabet Cards, 26 Sheets of Teacher Letter Cards, 47 Sound-Spelling Cards, 91 Memory Word Flash Cards, the Superkids Skill-Building Book*, a Superkids' Chart and Super Scene with Cling-ons, a Teacher White Board and Pocket Chart with Ice Cream Lines, a set of Superkids Bendable Figures, and 2 posters. All materials are available in print format, the Alphabet Cards and Ice Cream Paper are also available online.

The Second-Grade Teacher's Resource Kit contains the Superkids Skill-Building Book*, Ms. Blossom's glasses and case for fun activities and role-playing, 4 Teacher's Guide clips for easily marking pages in the Teacher's Guides, 4 Super Stamps for encouraging students' hard work, and Ms. Blossom's flower, which has a clip to hold notes or cards. These materials help teachers to keep children interested and engaged in lessons and allow teachers to identify and reward success—and research has shown that interest and success are the two keys to motivating beginning readers.

For all grades, teachers may also use Ice Cream Chart Paper in vertical (24" x 32") or horizontal (24" x 18") format, or the double-sided write-on, wipe-off Teacher White Board with Ice Cream Lines, to model letter formations or other lessons. These materials are all available in print format.

Research alignment and formation description of Big Books

The National Reading Panel recognized that it is more effective to teach two types of phoneme manipulation—specifically blending and segmenting—rather than several types. In Superkids, blending is introduced early in kindergarten, after students have learned several phonemes. They first learn to blend two phonemes, then three, and so on. With daily practice, students learn to decode words smoothly and quickly, leading to automaticity and fluency.

The Big Book of Blending, which supports daily blending practice with lists of letter combinations and words that correspond with phonemes taught in the kindergarten levels, is available in both print and online format. The Big Book of Blending also comes with a pad of 24" x 18" Ice Cream Chart Paper.



The Big Book of Decoding, which supports daily decoding practice with word lists that correspond to phonics and structural analysis skills taught in first grade, is available both in print and online format. The Big Book of Decoding also comes with a pad of 24" x 18" Ice Cream Chart Paper.

The two second-grade Big Books of Decoding, one for each semester, support daily decoding practice with word lists which correspond to phonics and structural analysis skills. Both Big Books are available in both print and online format.

Research alignment and format description of Character Song Animations

The Character Song Animations introduce each Superkids character with a short animated clip and a song. To teach students phonemic awareness, each character is associated with a single phoneme and their song prominently features that phoneme (for example, Cass's song describes the carrots, corn, and casseroles in her kitchen to teach the phoneme /c/). Children's vocabulary also grows as they talk about the characters and their interests. Character Song Animations are available online for kindergarten and first grade, and through the Superkids' Own Web Pages for second grade. The Superkids' Own Web Pages are an online-only resource that allows students to learn more about each Superkid, and include digital photo albums and a brief description of each character's likes and dislikes.

**Please refer to section 1b for a comprehensive overview of the Superkids Skill-Building Book.*

For additional information about the alignment of the Superkids Reading Program with scientifically-based reading research, please refer to:

- Is Superkids a Research-Based Program? (attached).
- Theoretical Foundations of the Superkids Program. (Hard copy included in each reviewer's shipment of materials. Rowland Reading Foundation will also provide hard copies to any school or district upon request.)

2b. Ancillary Materials – Student Components

(Please include the format description of each item and alignment with scientifically-based reading research.)

Research alignment and format description of Handwriting Materials

Research has shown that letter formation instruction and practice are critical to learning all the letter attributes foundational to the alphabetic principle. Consistent and automatic letter formation frees a writer to express ideas fluently. The Superkids Reading Program provides explicit instruction in letter formation, one letter at a time, in kindergarten. When each letter is introduced, it is modeled on Ice Cream Lines—strawberry, vanilla, and chocolate lines that clearly identify correct letter formation and placement. Children continue to use Ice Cream Lines in first and second grade as they complete writing tasks as well as longer, polished pieces. In the second semester of second grade, Superkids has optional instruction in cursive writing and uses the Ice Cream Lines to model proper cursive letter formation.

Superkids offers several student components with Ice Cream Lines that can be used during core instruction (such as daily handwriting routines) and to provide students with additional practice in letter formation. For both kindergarten and first grade, reusable Student White Boards and Dry-Erase Markers and consumable Ice Cream Paper feature the colored Ice Cream Lines for correct letter formation. Kindergarten Ice Cream Journal Paper and First-Grade Ice Cream Journal Paper offer space for student illustrations. The Kindergarten Super Kid's Journal and First-Grade Super Kid's Journal are spiral-bound books with Ice Cream Journal paper on the front and regular Ice Cream Paper on the back of each page. Second-Grade Ice Cream Paper features narrower lines for longer compositions. These materials are available in print format, and teachers may also access online versions of the Ice Cream Paper and Second-Grade Ice Cream paper to display in the classroom.



Manuscript Desktop Name Strips and Cursive Desktop Name Strips feature all 26 letters of the alphabet correctly modeled on Ice Cream Lines, each with a small picture to reinforce letter-sound correspondences. These items are available in print format.

Research alignment and format description of Superkids Online Games for Kindergarten

According to the National Reading Panel, children need ample opportunities to practice using their knowledge of letter-sound relationships through reading (decoding) and writing (encoding) activities. The Superkids Online Games for Kindergarten is a set of nine interactive games featuring the Superkids that provide practice and reinforcement of letter-sound correspondences and decoding and encoding skills. As research has shown that motivation in beginning readers is a product of both interest and success, these games not only feature entertaining themes and engaging graphics, but also provide immediate positive feedback for each correct response. Students are awarded a star at the completion of each game, providing visible proof of their success. These games are only available online, for use by students in the classroom or at home.

For additional information about the alignment of the Superkids Reading Program with scientifically-based reading research, please refer to:

- Is Superkids a Research-Based Program? (attached).
- Theoretical Foundations of the Superkids Program. (Hard copy included in each reviewer's shipment of materials. Rowland Reading Foundation will also provide hard copies to any school or district upon request.)

2c. Does your program have a companion intervention included with this submission?

The Superkids Reading Program is comprehensive and provides research-based core instruction and specific opportunities to meet the needs of all learners. There is no stand-alone intervention program for Superkids, but the core program can be implemented for two of the three tiers of instruction in Response to Intervention (RTI).

Tier 1: The Superkids Reading Program meets the criteria for an effective, research-based core reading program delivered to all students during the 60- to 90-minute reading block for K–1st grade and a 120-minute reading block in 2nd grade. Core, grade-level instruction is delivered systematically to the whole class to ensure that all students have the necessary sequence of skill instruction over the K–2 development span in phonemic awareness, phonics, fluency, vocabulary, reading comprehension, spelling, handwriting, writing, grammar, and mechanics. In the core program, students also receive additional differentiated instruction in small, skills-based, guided-reading groups.

Tier 2: Informal and formal assessments are built into the Superkids Reading Program so that teachers can identify students needing Tier 2 instruction and pinpoint their instructional needs. Tier 2 instruction may be reteaching all or part of the Superkids core lessons with more time and intensity of instruction. Lessons are structured so that teachers can give struggling students more guidance on their core skill work while allowing other students to work more independently. Ten-Minute Tuck-Ins in the lessons provide additional teacher-led activities for reteaching, reinforcing, or extending skills taught in a lesson. Teachers use the activities to give targeted instruction to small groups or individuals. Guided reading instruction is done in small, homogenous groups so that teachers are able to customize the instruction to meet the specific needs of children in each group. Superkids Libraries for kindergarten and first grade provide over 100 decodable fiction and nonfiction books at three levels—easy, on-level and challenging—for additional guided reading or independent practice that matches students' reading abilities. CDs with recorded readings of core texts and Library Books are available to support struggling readers and help all students develop listening comprehension and fluency skills. Independent Activities enable students to practice core skills on their own using Blackline Masters and other materials. Some



activities make cross-curricular connections to science, social studies, art, and other disciplines. A How to Teach book for each grade explains best practices for teaching the program, including how to differentiate instruction. The Superkids Skill-Building Book offers additional activities and tips to help teachers provide targeted instruction to meet students' needs. The Rowland Reading Foundation also offers a range of professional development opportunities for teachers to acquire best practices in differentiated instruction via on-site workshops and coaching days.

Tier 3: The Superkids Reading Program does not have a stand-alone intervention strand for K–2. It is a prevention-oriented core program, offering solid beginning reading instruction to reduce the number of students in need of Tier 3 instruction. However, for older students, some or all of the core program itself may be used for Tier 3.

PROFESSIONAL DEVELOPMENT

3. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? *Describe the training and ongoing professional development available from the publisher for successful implementation of the program, as well as the cost associated with each session and the delivery method (online, in-service, etc.).*

In your description, please address the following:

Briefly describe the ancillary materials and their relationship to the Comprehensive Core Reading Program (CCRP).

- *Initial and ongoing professional development customized to meet the needs of teachers, literacy coaches, and principals.*
- *Teacher instruction in the administration and interpretation of assessment that accompany the program.*
- *Recurring professional development for new and returning teachers, literacy coaches, and principals for the duration of the LEA contract.*

The Superkids Reading Program includes initial in-service training and ongoing professional learning and coaching. Rowland Reading Foundation customizes services to meet teacher and administrator needs in all of the schools and districts it serves. Unique among reading publishers, the nonprofit Foundation provides one-on-one coaching at no charge by the Foundation's master teachers during the first year of K–2 implementations. A cadre of literacy coaches, in-service training professionals, and program experts provide implementation support for the life of the adoption. A recommended training plan involves:

Year 1

- **Initial In-service Training – Implementing the Superkids Program:** This session prepares teachers to implement the Superkids program. Separate training is provided for each grade level. Participants engage in role-playing lessons and debrief the “what” and “why” of the Superkids program. Teachers will leave this session prepared to use all program materials. The in-service agenda includes instruction on the frequent formative assessments and periodic summative assessments available, how to assess students informally and formally in the Superkids program, and how to interpret assessments to inform differentiating instruction to meet the needs of each student. Initial training will be provided each year to teachers new to the program or new to a grade level. Experienced users are welcome to attend sessions as a refresher course. In-service sessions are offered in-person, online in a webinar format, and on DVD. Training DVDs—one for each grade—are provided to all teachers, and can be used by teachers unable to attend training or as a refresher.
- **Foundations of Primary Literacy (optional):** This session is designed for all primary teachers and administrators and is usually offered in-person the morning before the grade-level in-service implementation training. The session lays the groundwork for understanding the process of learning to read. The science of reading and contemporary research is presented in an interactive format. Participants leave this session understanding how the neural pathways for reading are formed, what “systematic, explicit instruction” really means, and the



research basis of the Superkids program.

- Literacy Leaders Workshop (optional): This in-person session is exclusively for administrators, reading specialists, and reading coaches, and is offered in conjunction with the grade-level in-service trainings. The session provides an overview of the entire K–2 program for literacy leaders, who will be working with students and teachers. Administrators are provided a “What to Expect” document for classroom walk-throughs.
- Coaching Visits: Each classroom receives two on-site coaching visits—one in the fall and one in the spring. Superkids coaches are highly trained primary educators with experience in teaching and coaching the program. Classroom visits can include observation and feedback, discussion on topics chosen by the teacher, or lesson modeling, including differentiated instruction. Coaching visits may also include a team or grade-level meeting, either during the day or after school.
- Administrator Workshop for principals and district administrators (by request): This in-person presentation for administrators acquaints them with the Superkids program and the Foundation’s research. This session can be customized, depending on whether administrators have already attended the Literacy Leaders Workshop during in-service training. Administrators are provided with a “What to Expect” document for classroom walk-throughs.
- Professional Development Seminar (one session for K–2, by request): These are in-person content seminars for a district’s or school’s professional development days. Seminars are custom-designed and can include keynote presentations and breakout sessions on topics related to primary literacy. Breakout sessions can also be Superkids-specific for program users. (A list of seminar topics is available upon request.)
- Grade-Level Meetings (by request): These are in-person grade-level meetings for answering questions about the program, discussing best practices of primary literacy, and sharing ideas.

Years 2–3

- For new teachers: In-service Training – Implementing the Superkids Program (by grade level).
- For new principals and district administrators: Administrator Workshop (by request).
- Professional Development Seminar (one session for K–2, by request).

Years 4–6

- For new teachers: In-service Training – Implementing the Superkids Program (by grade level).
- For new principals and district administrators: Administrator Workshop (by request).

All Years

- Ongoing, unlimited phone and website support is provided for teachers, reading specialists, and administrators.
- Training DVDs, one for each grade, are provided for teachers to learn how to implement the Superkids program for the first time or to review what was taught in the in-service training.
- Administrator Orientation Package: This electronic presentation will acquaint administrators with the Superkids program and the research behind the program. The package also includes a “What to Expect” document for classroom walk-throughs. It is available online and on DVD.
- Parent Orientation Package: This electronic presentation can be delivered to parents to acquaint them with the Superkids Reading Program and the research behind the program. The package also includes handouts that can be customized for a parent meeting. It is available online and on DVD.
- Super Tutor Package: Super Tutors are community volunteers who have a desire to help children learn to read. This electronic training module is designed to provide an overview of the reading process, introduce tutors to Superkids materials, and prepare tutors to provide valuable and purposeful assistance during reading instruction. It is available online and on DVD.

All services listed above are provided at no cost for K–2 adoptions. For further information, please see the attachment “Sample Customized Professional Development Plan.”



The following two sections apply only to digital materials. If the materials being submitted are in print only, please check the box below and skip the *Hardware and Equipment* and *Licensing* sections. If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.

☐ The program being submitted is print only.

HARDWARE AND EQUIPMENT

4a. WHAT HARDWARE/EQUIPMENT IS REQUIRED?

Briefly list and describe the hardware and equipment needed to implement the submission in the classroom.

An Internet connection is required for all online materials. Online materials are primarily designed for use on computers, but can be accessed with any mobile device that can connect to the Internet and display Adobe Flash content. Some online materials contain audio, and therefore require internal or external speakers. Headphones are recommended, but not required.

4b. WHAT HARDWARE/EQUIPMENT IS PROVIDED?

Briefly list and describe the hardware and equipment that accompanies the core reading program.

No hardware or equipment is provided.

4c. IS THE PRODUCT AVAILABLE IN E-READER FORMAT OR SMARTBOARD COMPATIBLE? IF SO, WHAT DEVICES IS IT COMPATIBLE WITH? (IPAD, NOOK, KINDLE, ETC.)

All digital products are web-based, and therefore compatible with any interactive whiteboard or mobile device that can connect to the Internet and display Adobe Flash content.

4d. WHAT REPORTING STRUCTURES ARE IN PLACE FOR TEACHERS TO TRACK STUDENT USAGE, MASTERY, OR OTHER RELEVANT DATA?

Usage and performance data from the Superkids Online Games for Kindergarten are tracked and reported on a class-wide basis as well as on a more detailed individual student basis. Reports track the date each game is played, the student's score for each game, specific game content and student answers, and average skill percentages by student for several primary skills and several subskills.

Student usage of kindergarten and first-grade interactive Library books is reported on an individual basis. Reports track the title of each interactive book read as well as the date it was read.

4e. WHAT ADDITIONAL FEATURES OR OPTIONS ARE AVAILABLE THROUGH YOUR PRODUCT FOR CUSTOMIZING LEARNING?

Teachers can control which online games and interactive Library books children can access in order to focus children on a certain skill in the games or level of difficulty in the interactive Library books.

Teachers can also set the current level and unit they have reached in the program to customize the content children encounter in the kindergarten online games and interactive Library book menu. This ensures that all digital content aligns with the core instruction.

Teachers may display online versions of many student materials, such as Student Books and Readers, on an interactive whiteboard in order to preview stories, model lessons, or review answers during small-group or whole-group instruction. Most interactive pens are compatible with these materials and can be used to complete many activities. Online versions of print products, such as Blackline Masters, also allow teachers to customize



learning on an individual basis.

In first grade, teachers may also use the online-only writing lessons, Daily Writing Time, to provide optional writing practice beyond core instruction.

Many digital products are accessible from home through a parent portal, so children can receive further practice outside the classroom. Parents may log into the parent portal to launch the Superkids Online Games for Kindergarten or interactive Library books for kindergarten or first grade for use by their children. Parents may also use the parent portal to access character song animations for kindergarten and first grade, spelling lists for first and second grade, and Backpack Pages for second grade. The parent portal features a “Where We Are in Class Now” welcome message, which automatically changes each time the teacher changes updates the current level and unit in the classroom settings. Teachers may also add a custom message for each class.

Both in the classroom and at home, children can further customize their own learning with interactive Library books by choosing to read a book on their own or listen to the audio narration. When reading the Library books, students may also click on any word in the text to hear it spoken aloud.

LICENSING

5a. WHAT SET-UP AND ONGOING SUPPORT AND LICENSING FEES APPLY TO THE DIGITAL COMPONENTS OF THE PROGRAM?

Account set-up assistance and ongoing support is available via email or phone 8am to 5pm CST Monday through Friday. Online user guides are available with detailed instructions for using the online materials.

Access to most online materials is free with the purchase of print materials. Online games for may be purchased separately for \$99 per classroom or \$79 per classroom if purchasing 5 or more (prices valid 10/1/11–9/30/12).

5b. WHAT LICENSING STRUCTURE DOES THE PROGRAM UTILIZE?

Per-student model, building model, concurrent seat model, corporation model, etc.

Access to online materials is provided on a per-class basis. Specific online materials available to a school will depend on print materials purchased. Please see the “Rowland Reading Foundation Subscription Agreement to its Online Materials” for additional information.

5c. IF STUDENT ACCOUNTS ARE NECESSARY, WHO IS RESPONSIBLE FOR MAINTAINING STUDENT REGISTRATION, CREATION, AND ACCESS?

Students do not have accounts; they gain access to student materials through a teacher or parent account. A teacher must add a student to the online class roster and then associate one or more parent name(s) and e-mail address(es) with the student record in order for the parent(s) to access materials through the parent portal. The teacher may add or delete students or parents at any point during the school year, and all such changes are immediate.

5d. IS THE PRODUCT AVAILABLE FOR STUDENT USE 24/7?

Student materials may be accessed 24/7. A teacher or parent must first log in to their account in order to give a student access to the materials.